

# **Reviewing Revised State Plans**

## **Meeting the Highly Qualified Teacher (HQT) Goal**

**State:**

**Date:**

**Overall Recommendation:**

\_\_\_\_\_ Accept HQT plan

\_\_\_\_\_ Accept HQT plan, subject to revisions described below

Comments to support recommendation:

**Decision**

Approve \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Disapprove \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.**

Y/N/U/NA	Evidence
	Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?
	Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?
	Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?
	Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?
	Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Y=Yes; N=No; U=Undecided; NA=Not applicable

Finding:

- ☐ Requirement 1 has been met  
☐ Requirement 1 has been partially met  
☐ Requirement 1 has not been met  
☐ Additional information needed to make determination  
                     \_\_\_\_\_ Date Requested                      \_\_\_\_\_ Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

The Iowa Department of Education (DE) continues to monitor the percent of highly qualified teachers across the state by academic area as compared to staff in all buildings identified as in need of improvement. The table below indicates that a slightly lower percentage of highly qualified staff are instructing students in all Schools in Need of Improvement (SINA) as compared to schools across the state. However, the overall percentage of highly qualified staff serving students in identified schools remains high. (see Iowa's Teacher Equity Plan, introduction, and I.B.iii-iv.)

PERCENT OF HIGHLY QUALIFIED PUBLIC SCHOOL TEACHERS BY ACADEMIC AREA SCHOOL YEAR 04-05		
Academic Area	State Percentage of Highly Qualified	Schools in Need of Improvement Percentage of Highly Qualified
English	98.2	95.9
Reading/Language Arts	93.9	86.6
Mathematics	97.3	95.9
Science	88.3	89.6
Foreign/Language	91.3	92.4
Civics/Government	81.3	89.4
Economics	67.5	68.8
Arts	97.9	96.8
History	90.0	87.7
Geography	50.5	38.5
Elementary	96.8	88.4
<b>Total</b>	<b>95.0</b>	<b>94.3</b>

Source: Iowa Department of Education, Licensure and Staff files.

Title I schools identified for improvement have a higher percentage of highly qualified staff at the elementary school as compared to the state percentage. See table below.

PERCENT OF HIGHLY QUALIFIED PUBLIC SCHOOL TEACHERS BY ACADEMIC AREA SCHOOL YEAR 04-05			
Academic Area	State Percentage of Highly Qualified	Schools in Need of Improvement Percentage of Highly Qualified	Title 1 Schools in Need of Improvement Percentage of Highly Qualified
English	98.2	95.9	
Reading/Language Arts	93.9	86.6	
Mathematics	97.3	95.9	
Science	88.3	89.6	
Foreign/Language	91.3	92.4	
Civics/Government	81.3	89.4	
Economics	67.5	68.8	
Arts	97.9	96.8	
History	90.0	87.7	
Geography	50.5	38.5	
Elementary	96.8	88.4	97.5
<b>Total</b>	<b>95.0</b>	<b>94.3</b>	<b>97.5</b>

Source: Iowa Department of Education, Licensure and Staff files.

In Iowa, poor and minority children are taught by a greater percentage of teachers with advanced degrees. Please refer to the table below that is part of Iowa's NCLB Report Card. The average experience for teachers in the top and bottom quartiles demonstrates that the more experienced teachers are teaching in schools with a higher percentage of low-income students in Iowa. (see Iowa's Teacher Equity Plan, introduction, and I.B. iii-iv).

**Teacher Characteristic Comparison Between Top Quartile Poverty Schools and Bottom Quartile Poverty Schools 2004-2005**

	Number of Full-Time Teachers	Number of Advanced Degrees	Percent of Advanced Degrees	Number of Bachelor Degrees	Average Experience	Average Age	Average Salary	Number of Student Served
<b>Top Quartile -</b> Schools with highest percentage of students eligible for free or reduced price lunch	8,080	2,339	28.9%	5,471	14.4	42.3	\$40,425	109,568
<b>Bottom Quartile -</b> Schools with lowest percentage of students eligible for free or reduced price lunch	8,973	2,471	27.5%	6,502	14.8	41.3	\$41,174	139,596

Source: Iowa Department of Education, Basic Educational Data Survey, Free and Reduced Meal Eligibility and Staff Files.

**Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.**

Y/N/U	Evidence
	Does the plan identify LEAs that have not met annual measurable objectives for HQT?
	Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?
	Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-highly qualified teachers to become highly qualified as quickly as possible?

Y=Yes; N=No; U=Undecided

Finding:

- ☐ Requirement 2 has been met  
☐ Requirement 2 has been partially met  
☐ Requirement 2 has not been met  
☐ Additional information needed to make determination  
         \_\_\_\_\_ Date Requested      \_\_\_\_\_ Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

- In an annual letter to all LEAs, the DE will promote the use of Title IA and Title IIA funds to address the needs of teachers who are not highly qualified. (see Iowa's Teacher Equity Plan, III.B.iv).
- Schools who are not meeting adequate yearly progress (AYP) will be strongly encouraged to use funds for professional development to ensure teachers are highly qualified. (see Iowa's Teacher Equity Plan, III.B.iv).
- Title 1 schools identified for improvement have a higher percentage of highly qualified staff at the elementary school level as compared to the state percentage. (see Iowa's Teacher Equity Plan, introduction and I.B. iii).
- To help retain and recruit teachers in specific "hard-to-fill" content areas (e.g., secondary math, science and special education), the Iowa General Assembly established a new initiative entitled "Market Factor Pay" during the 2006 legislation session. This appropriation of \$3.39 million in 2006-07 will increase annually to \$10 million in 2008-09. The funds through this program will be sent to school districts and will allow those districts having difficulty hiring highly qualified teachers in areas such as mathematics, science and special education to pay additional salary bonuses to attract and retain these teachers. The districts in Iowa facing the greatest challenge to attract and retain secondary teachers are the smaller more rural districts. As noted in the previous section of this plan, these districts generally are not high poverty areas nor do they tend to enroll large numbers of minority students. The Market Factor Pay program will allow districts to pay additional salary to those teachers in locally identified shortage areas. (see Iowa's Teacher Equity Plan, II.A.iv.).

- Each LEA reports the percentage of highly qualified teachers in the district's Annual Progress Report (APR). This report is submitted to the DE as well as to the public. (see Iowa's Teacher Equity Plan, I.B.ii).
- The DE annually identifies LEAs who do not meet Annual Measurable Objectives through the collection of data on the Basic Education Data Survey (BEDS). The Planning Research, and Evaluation Bureau in the DE collects a list of all teachers and their licenses by folder number through the BEDS, annually. These data are reviewed by the Iowa Board of Educational Examiners (BOEE) and follow-up monitoring is provided by school improvement consultants in the DE. (see Iowa's Teacher Equity Plan, I.B.iii).
- To be highly qualified to teach in Iowa, all teachers must have, at a minimum, a bachelor's degree and a teaching license. In addition, at the secondary level, all teachers must have a major in the content area they teach. Teaching endorsement requirements are listed at <http://www.state.ia.us/boee/> under Endorsements. All teachers have either an initial license if in their first two years of teaching, a standard license, or have a standard license and are working toward an endorsement to become *additionally* qualified to teach specific courses. (see Iowa's Teacher Equity Plan, I.A.iii).
- During the 2006 legislative session, the Iowa General Assembly established a new initiative entitled "Market Factor Pay." This appropriation of \$3.39 million in 2006-07 will increase annually to \$10 million in 2008-09. This funding sent to school districts will allow those districts having difficulty hiring highly qualified teachers in areas such as mathematics, science and special education to pay additional salaries to attract and retain these teachers. (See Iowa's Teacher Equity Plan, II.A.iv.).
- Forgivable loans are available through the Iowa Student Loan Liquidity Corporation (ISLLC) in the amount of \$10 million dollars. These loans are made to individuals whose loans are forgiven by the Commission under the teacher shortage forgivable loan program. This exceeds the \$285,000 match appropriated by the state legislature under House File 2527. This match will allow ISLLC to match several years of future appropriations and will support teachers in specific content areas in becoming highly qualified. (see Iowa's Teacher Equity Plan, II.A.ii).

**Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.**

Y/N/U	Evidence
	Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?
	Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?
	Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?
	Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?
	Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other federal and state funds, as appropriate) to address the needs of teachers who are not highly qualified?
	Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

Y=Yes; N=No; U=Undecided

Finding:

- ☐ Requirement 3 has been met  
☐ Requirement 3 has been partially met  
☐ Requirement 3 has not been met  
☐ Additional information needed to make determination  
                 \_\_\_\_\_ Date Requested          \_\_\_\_\_ Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

- District career development (professional development) plans are required by Iowa law. During the 2006 legislative session, the Iowa General Assembly provided \$10 million, sufficient to add one additional contract day for each teacher in Iowa for the purpose of quality professional development. The use of those funds for the professional development in reading, math, science and other content areas must be reported to the state by the LEA on an annual basis. For information on the Professional Development Model, go to <http://search.iowaccess.org/edu/search.aln>. (See Iowa's Teacher Equity Plan, III.A.vi. and IV.A. ii).
- Iowa does not have "large groups" of teachers who are not highly qualified as evidenced in the NCLB Report Card, August 2005, where the percentage of teachers who are identified

as highly qualified in the academic year 2004-2005 is 95.0. See <http://www.state.ia.us/educate/ecese/nclb/doc/reportcard05.pdf> for complete Iowa 2005 report card. (see Iowa's Teacher Equity Plan, introduction, and I.B.iii.).

- Iowa Learning Online: In order to ensure that students in Iowa's smallest rural districts have highly qualified teachers in shortage areas such as math and science, the state has established Iowa Learning Online (ILO). Iowa Learning Online, Iowa's online high school initiative, offers online courses in science (chemistry, physics and anatomy) and math (calculus) at no cost to school districts. The course catalog can be found at <http://www.iowalearningonline.org/>. (See Iowa's Teacher Equity Plan, III.A.ix.)
- Iowa Online Advanced Placement (AP) Academy: While ILO provides "regular" high school courses via the Web, Iowa Online AP Academy offers advanced placement courses, especially for students in Iowa's smallest rural districts. The course catalog can be found at <http://www.education.uiowa.edu/belinblank/programs/ioapa/courselist.htm>. (See Iowa's Teacher Equity Plan, III.A.x.).
- The DE was recently notified that the state has been awarded a U.S. Department of Education grant for \$6.3 million dollars through the Teacher Quality Enhancement Grant Program. The grant began October 1, 2005, and has received year one or slightly over \$2 million in funds at this time. The grant proposal is a collaborative effort of the DE, BOEE, and all 15 of Iowa's Community Colleges, all Iowa private four-year institutions, Iowa Regent Universities, and many PK-12 school districts. The project provides for a more complete and seamless transition among all levels of higher education, and strengthens partner relationships as it relates to PK-12 teacher education and teacher preparation among the institutions.

The goals of the grant are:

- Goal 1: Strengthen teaching in the content areas
- Goal 2: Improve teaching for diverse populations (i.e., teaching English language learners [ELL])
- Goal 3: Provide for reform and improvement through rigorous evaluation of teacher education candidates and analysis of program performance data, resulting in more effective teacher education programs
- Goal 4: Meet future challenges through collaboration

Several of the major statewide initiatives funded by this grant are already in progress, including arrangements for the ELL Summer Academies for higher education faculty and student teacher teams, work for the electronic feedback loop that collects data on new teachers, the creation of middle school models that focus on reading, math and science, the development of a cross-articulation process that will ensure better transition for students between and among two and four-year colleges and universities, and the development of student performance assessment systems for all four-year colleges and universities with teacher preparation programs. (See Iowa's Teacher Equity Plan, II.A.vi.)

- The state of Iowa implemented successful mentoring and induction program requirements for beginning teachers as part of landmark legislation for Teacher Quality in 2001. The purpose of the program is to recruit and retain teachers new to the profession and to ensure high quality teachers in the classroom. The legislation calls for each of Iowa's 365 school districts and 11 area education agencies (AEAs) to provide a two-year mentoring and induction program. Iowa's AEAs have developed programs and support strategies for local districts. The Iowa legislature allocated \$2.4 million in the first year for the Mentoring and Induction program statewide. The amount allocated was \$4.35 million in 2005-06. The following table and explanation illustrates the success of retaining new teachers in Iowa over



time. Retention of new teachers in Iowa has increased since the teacher quality legislation was implemented. Prior to implementation of the teacher quality legislation, 87 percent of the teachers who were first year teachers in 2000-01 returned to teach the next year. However, 92 percent of the teachers who were first year teachers in 2004-05 returned to teach in 2005-06. This was an increase of 5 percentage points. The percent of teachers returning to teach a second year is shaded in dark gray.

The percent of teachers in the classroom two years after their first year also increased. For example, of the 1810 first year teachers in the base year 2000-01, 1424 or 78.7 percent were in the classroom in 2002-03. On the other hand, 83.8 percent of the first year teachers in 2003-04 were in a school during the 2005-06 school year. This was an increase of 5.1 percentage points.

Also note that there has been considerable variability in the number of first year teachers during the last six years. The number of first year teachers was greatest in 2000-01 and decreased for the next two years. During the last three years, the number of first year teachers has slowly increased. (see Iowa's Teacher Equity Plan, II.A.iii.).

**Public School District First Year Teacher Retention 2000-01 to 2005-06\***

Year	Number of First Year Teachers in Base Year	Teachers Returning in 2001-2002	Teachers Returning in 2002-2003	Teachers Returning in 2003-2004	Teachers Returning in 2004-2005	Teachers Returning in 2005-2006
2000-2001 (Base year)	1810	1574 (87.0%)	1424 (78.7%)	1339 (74.0%)	1273 (70.3%)	1221 (67.5%)
2001-2002**	1614		1407 (87.2%)	1285 (79.6%)	1216 (75.3%)	1162 (72.0%)
2002-2003***	1269			1131 (89.1%)	1033 (81.4%)	975 (76.8%)
2003-2004	1432				1295 (90.4%)	1200 (83.8%)
2004-2005	1512					1391 (92.0%)
2005-2006	1590					

Source: Iowa Department of Education, Bureau of Planning, Research and Evaluation Basic Educational Data Survey (BEDS) Staff Files.

\*Data does not include teachers leaving Iowa to teach in other states.

\*\*Mentoring and induction was first offered in 2001-2002.

\*\*\*All beginning teachers were supported by mentoring and induction in 2002-2003.

- In an annual letter to all LEAs, the DE will promote the use of Title IA and Title IIA funds to address the needs of teachers who are not highly qualified. (see Iowa's Teacher Equity Plan, III.B.iv.).
- Schools who are not meeting AYP will be strongly encouraged to use their state and federal teacher quality funds for professional development to ensure teachers are highly qualified. (see Iowa's Teacher Equity Plan, III.B.iv.).
- Members of the Statewide Support Team for Schools in Need of Improvement work through a five-step process with each identified school. The "SINA Support Team" focuses on Title I buildings not making AYP. Data and information gathered in the audit phase are thoroughly

analyzed. During the diagnosis phase, support team members work with local administrators and school leadership teams to search for root causes related to specific issues that contribute to poor academic performance. Schools develop an action plan during the design phase. Professional development targeted to the specific needs of staff is a required component of the action plans. Statewide support team members encourage schools to access available AEA staff with content area skills. Many schools voluntarily participate in statewide initiatives such as Every Student Counts (State Math Initiative) and Every Child Reads (State Reading Initiative). Identified schools designate substantial additional professional development time. They also have incorporated teacher collaboration time with clearly articulated expectations for participants. During the implementation phase, Statewide Support Team members make quarterly visits to identified schools to offer assistance in the implementation process. Schools collect and analyze implementation data to determine effective implementation of professional development. The evaluation phase is interwoven throughout the process as well as a culminating activity. Leadership teams and building administrators are constantly evaluating the effectiveness of changes in instructional practice. (See Iowa's Teacher Equity Plan, IV.A.i.).

- To help retain and recruit teachers in specific "hard-to-fill" content areas (e.g., secondary math, science and special education), the Iowa General Assembly established a new initiative entitled "Market Factor Pay" during the 2006 legislation session. This appropriation of \$3.39 million in 2006-07 will increase annually to \$10 million in 2008-09. The funds through this program will be sent to school districts and will allow those districts having difficulty hiring highly qualified teachers in areas such as mathematics, science and special education to pay additional salary bonuses to attract and retain teachers. The districts in Iowa facing the greatest challenge to attract and retain secondary teachers are the smaller, more rural districts. As noted in the previous section of this plan, these districts generally are not high poverty areas nor do they tend to enroll large numbers of minority students. The Market Factor Pay program will allow districts to pay additional salary to those teachers in locally identified shortage areas. (see Iowa's Teacher Equity Plan, II.A.iv.).

**Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.**

Y/N/U	Evidence
	Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?
	Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?
	Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school: <ul style="list-style-type: none"> <li>• in the percentage of highly qualified teachers at each LEA and school; and</li> <li>• in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?</li> </ul>
	Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Y=Yes; N=No; U=Undecided

Finding:

- ☐ Requirement 4 has been met  
☐ Requirement 4 has been partially met  
☐ Requirement 4 has not been met  
☐ Additional information needed to make determination  
                     \_\_\_\_\_ Date Requested                      \_\_\_\_\_ Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

- Iowa's most challenged LEAs in terms of meeting highly qualified teacher requirements are the small, rural high schools who have trouble attracting teachers on specific content areas. "Market Factor Pay" is designed to help those districts attract and retain highly qualified teachers. (see Iowa's Teacher Equity Plan, II.A.iv.)
- Technical assistance is available through ILO and the Iowa Online AP Academy. In order to ensure that students in Iowa's smallest rural districts have highly qualified teachers in shortage areas such as math and science, the state has established ILO. Iowa Learning Online, Iowa's online high school initiative, offers online courses in science (chemistry, physics and anatomy) and math (calculus) at no cost to school districts. The course catalog can be found at <http://www.iowalearningonline.org/>. While ILO provides "regular" high school courses via the Web, Iowa Online AP Academy offers advanced placement courses, especially for students in Iowa's smallest rural districts. The course catalog can be found at <http://www.education.uiowa.edu/belinblank/programs/ioapa/courselist.html>. (see Iowa's Teacher Equity Plan, III.A. ix.-x.).

- Monitoring of teachers being appropriately licensed: All Iowa teachers are required by Iowa law to have an Iowa teaching license. The DE school improvement consultants regularly monitor the teaching staff in each district to ensure that teachers are appropriately licensed for their teaching assignments. This data is provided through a cross match of the annual BEDS data on teaching assignments and teacher “folder” numbers matched with licensure information from the BOEE. Districts are notified via “site visit reports” when teachers do not appear to have teaching assignments aligned to their teaching license and endorsements. If teachers are identified who do not have proper licensure/endorsements, the district is provided a timeframe in which to have the teacher take necessary coursework in order to become properly licensed. The school improvement consultants verify that corrective action has been taken. In the 2005 legislative session, the Iowa General Assembly provided funding to increase the number of school improvement consultants in order to provide greater monitoring of federal and state requirements, including highly qualified teacher requirements. (see Iowa’s Teacher Equity Plan, I.A.v.).
- Highly qualified data are reported on the APR submitted to the DE and are monitored by school improvement consultants. (see Iowa’s Teacher Equity Plan, I.A.v.).
- Professional development plans for each LEA are required by Iowa law. The state pays \$10 million to school districts to help pay for professional development. The use of those funds for the professional development in reading, math, science, and other content areas must be reported to the state by the LEA. For information on the Professional Development Model, go to <http://search.iowaccess.org/edu/search.aln>. (see Iowa’s Teacher Equity Plan, IV.A.ii.).
- Members of the Statewide Support Team for Schools in Need of Improvement work through a five-step process with each identified school. Data and information gathered in the audit phase are thoroughly analyzed. During the diagnosis phase, support team members work with local administrators and school leadership teams to search for root causes related to specific issues that contribute to poor academic performance. Schools develop an action plan during the design phase. Professional development targeted to the specific needs of staff is a required component of the action plans. Statewide support team members encourage schools to access available AEA staff with content area skills. Many schools voluntarily participate in statewide initiatives such as Every Student Counts (State Math Initiative) and Every Child Reads (State Reading Initiative). Identified schools designate substantial additional professional development time. They also have incorporated teacher collaboration time with clearly articulated expectations for participants. During the implementation phase, statewide support team members make quarterly visits to identified schools to offer assistance in the implementation process. Schools collect and analyze implementation data to determine effective implementation of professional development. The evaluation phase is interwoven throughout the process as well as a culminating activity. Leadership teams and building administrators are constantly evaluating the effectiveness of changes in instructional practice. (See Iowa’s Equity Plan, IV.A.i.).
- Forgivable loans are available through the Iowa Student Loan Liquidity Corporation (ISLLC) in the amount of \$10 million dollars. These loans are made to individuals whose loans are forgiven by the Commission under the teacher shortage forgivable loan program. This exceeds the \$285,000 match appropriated by the state legislature under House File 2527. This match will allow ISLLC to match several years of future appropriations and will support teachers in specific content areas in becoming highly qualified. (see Iowa’s Teacher Equity Plan, II.A.ii.).

**Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).**

Y/N/U	Evidence
	Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?
	Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-06 school year, except in the following situations: <ul style="list-style-type: none"> <li>Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or</li> <li>Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.</li> </ul>

Y=Yes; N=No; U=Undecided

Finding:

- ☐ Requirement 5 has been met  
☐ Requirement 5 has been partially met  
☐ Requirement 5 has not been met  
☐ Additional information needed to make determination  
                 \_\_\_\_\_ Date Requested          \_\_\_\_\_ Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

- All teachers not new to the profession and hired by the end of the 2005-06 school year are highly qualified because they meet the state's definition of highly qualified. For further information on Iowa's definition of highly qualified, go to <http://www.state.ia.us/educate/ecese/nclb/documents.html> and for the Iowa Criteria For Meeting the NCLB Requirements For Highly Qualified Teachers or HOUSSE (High Objective Uniform State Standard of Evaluation). HOUSSE will still be needed for special education teachers, rural secondary teachers, international teachers or teachers coming from other countries to teach in Iowa, and elementary teachers who leave the classroom for a period of time and return to teach. (See Iowa's Teacher Equity Plan, III.A.xiii.).
- The BOEE already has requirements in place for which all teachers in the categories of multi-subject secondary and multi-subject special education must be highly qualified with two years of the date of hire. (see Iowa's Teacher Equity Plan, III.A.xiv.).

**Requirement 6: The revised plan must include a copy of the State’s written “equity plan” for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.**

Y/N/U	Evidence
	Does the revised plan include a written equity plan?
	Does the plan identify where inequities in teacher assignment exist?
	Does the plan delineate specific strategies for addressing inequities in teacher assignment?
	Does the plan provide evidence for the probable success of the strategies it includes?
	Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Y=Yes; N=No; U=Undecided

Finding:

- ☐ Requirement 6 has been met  
☐ Requirement 6 has been partially met  
☐ Requirement 6 has not been met  
☐ Additional information needed to make determination  
                 \_\_\_\_\_ Date Requested          \_\_\_\_\_ Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

- Iowa has a written equity plan which is included with this report. (see Iowa's Teacher Equity Plan).
- On an annual basis, districts must report to their public and to the DE how they are using “Market Factor Pay” to focus on the shortage areas for qualified teachers. During the 2006 legislative session, the Iowa General Assembly established a new initiative entitled “Market Factor Pay.” This appropriation of \$3.39 million in 2006-07 will increase annually to \$10 million in 2008-09. This funding sent to school districts will allow those districts having difficulty hiring highly qualified teachers in areas such as mathematics, science and special education to pay additional salaries to attract and retain these teachers. (see Iowa’s Teacher Equity Plan, II.B.i.).
- On an annual basis, districts must report to their public the percent of teachers who are highly qualified. The state also reports the percent of highly qualified (and not highly qualified) teachers in its annual state report card. (see Iowa’s Teacher Equity Plan, I.B.ii.).
- Rural secondary teacher assignments will be monitored on annual basis through the collection and review of data on the BEDS. Iowa rural schools are typically not high poverty or high minority. (see Iowa’s Teacher Equity Plan, I.B.iii.-iv.).
- Poor and minority children are taught by a greater percentage of teachers with advanced degrees, in Iowa. Please refer to the NCLB Report Card, Table 14, page 46, or go to <http://www.state.ia.us/educate/ecese/nclb/reportcard.html> (see Iowa’s Teacher Equity Plan, introduction, and I.A.iii.)
- The average experience for teachers in the top and bottom quartiles demonstrates that the more experienced teachers are teaching in schools with a higher percentage of low-income students in Iowa. (see Iowa’s Teacher Equity Plan, I.B.iii.-iv.)

- On an annual basis, we monitor this situation to make sure it is continuing to serve students in high poverty schools. (see Iowa's Teacher Equity Plan, I.B.)
- The DE is hiring more staff to assist with the monitoring of highly qualified teachers in Iowa schools and will continue to improve this process. (see Iowa's Teacher Equity Plan, I.A.v.).